U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools):
(Check all that apply, if any)

☐	☐	☐	☑
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Roselee Maddaloni

Official School Name: Nativity of Our Lord School

School Mailing Address: 585 W. Street Road

Warminster, PA 18974-3292

County: Bucks   State School Code Number: N/A

Telephone: (215) 675-2820 E-mail: rmaddaloni@nativity-school.org

Fax: (215) 675-9413   Web URL: www.nativity-school.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Mary Rochford   Superintendent e-mail: mrochford@adphila.org

District Name: Archdiocese of Philadelphia   District Phone: (215) 587-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	27	21	48		6	33	27	60
K	28	30	58		7	19	29	48
1	32	24	56		8	27	30	57
2	14	20	34		9	0	0	0
3	21	23	44		10	0	0	0
4	18	37	55		11	0	0	0
5	19	31	50		12	0	0	0
						Total in Applying School:		510

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
2 %	Asian
1 %	Black or African American
2 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
93 %	White
1 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

   This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	4
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2009	510
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%

   Total number of limited English proficient students in the school: 0

   Number of languages represented, not including English: 0

   Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 4%

Total number of students who qualify: 18

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%

Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
0	Emotional Disturbance	24	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	20	0
Special resource teachers/specialists	6	0
Paraprofessionals	0	0
Support staff	10	5
Total number	37	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	90%	100%	97%	99%	99%
Daily teacher attendance	96%	99%	98%	99%	99%
Teacher turnover rate	4%	0%	0%	9%	10%
High school graduation rate	%	%	%	%	0%

If these data are not available, explain and provide reasonable estimates.

2009-2010 Daily Student Attendance due to Swine Flu.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0**%

PART III - SUMMARY

Nativity of Our Lord School is a standard-bearer of excellence. In every endeavor it lives its mission to deepen each student's relationship with God and His people. The school provides each student with an opportunity to achieve academic excellence in accordance with one's unique and God-given talents. Nativity structures the educational program to meet the intellectual, emotional, social, physical, and spiritual needs of each student. The school provides the students with a deep sense of faith, responsibility, and service to each other and to the local and global communities. Nativity instills in its students these values and skills which serve as a foundation to meet the challenges of the 21st Century.

A 19.88 acre campus in Warminster, Pennsylvania, Nativity opened its doors in 1956. The school is physically connected to the church, stressing faith united with education. The fully equipped technology lab, comprehensive science lab, music studio, Spanish room, and resourceful library, along with each individual classroom, reflect 21st Century methodologies, and are places of constant discovery, interaction, and excitement.

Throughout fifty-two years of Catholic education, Nativity has been committed to Catholic values and has maintained the highest academic standards. Serving students in pre-kindergarten through eighth grade, Nativity employs dedicated professionals committed to the success of each student. Because each child is unique, varying methods of instruction are crucial to assist each child in meeting his/her fullest potential. Integration of the fundamentals of all subjects, along with the use of new technologies, has been the cornerstone of the Catholic education provided to Nativity's students. Mastering new concepts, as well as sound fundamentals, have prepared Nativity's students to be leaders for the next generation.

As followers of Christ, Nativity fosters an atmosphere of respect for one's self and others. Nativity's students are undaunted in their efforts to learn and reach their unique potential. In keeping with the mission, the students achieve academic excellence while upholding their Catholic faith. This is evident by their outreach to the community and their awareness of the need for social justice. Gathering food for the church pantry, participating in Operation Santa Claus, collecting gloves, hats, and scarves during the winter months for needy families, donating to the Nickels for Neighbors, and writing letters to the troops, priests, and infirmed members of the parish are just some examples of the outreach projects taking place during the school year. These projects are organized by the faculty and implemented by the students and their families. These activities are supported because the obligation to nurture a generous spirit and awareness of others is cultivated throughout Nativity's school environment.

Nativity's Catholic identity truly pervades its daily relationships as well as its instruction. Community prayer is prayed daily. Nativity instills the importance of the sacraments by the students attending Mass and by its diligent sacramental preparation. Worship during Forty Hours, the daily reading of scripture, receiving the sacrament of Reconciliation, and the interaction with "prayer buddies" are testimonials to the faith of the school community.

Nativity provides each student with a safe and loving school environment. The parish community, faculty, and staff unite their efforts to make Nativity of Our Lord School a happy place for children to come every day. Rewards for kindness are given through the Student of the Month and Beary Nice Awards. A walk through the halls provides evidence of a peaceful learning environment.

Nativity of Our Lord has garnered many achievements including being accredited by the Middle States Association of Colleges and Schools since 1980. Nativity implemented a state-of-the-art Science lab by adopting the Lab Learner Science Program in 2008. Nativity students have received national and local recognition for their participation in First in Math, the John Hopkins Talent Search, Lansdale Catholic Math and Science Bowl, the Pennsylvania Math League, and the Bucks County Reading Olympics. Various scholarships are obtained every year by Nativity's graduating class, including two recipients of the prestigious Neumman scholarship in 2010.

Nativity's administration, faculty, and staff are committed to their goal of excellence and pray for God's guidance for Nativity of Our Lord School's continued success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Nativity of Our Lord School administers CTB McGraw-Hill Terra Nova, the Third Edition Multiple Assessments to grades K-7, as well as the InView, to assess cognitive skills in grades 3-7. Prior to the 2009-2010 testing, testing was spilt between fall (grades 6, 7, 8) and spring (grades 2-5). 2009-2010 testing for grades K-7 was administered in March 2010 completing the transition set forth by the Office of Catholic Education. In addition, this test now includes open ended components rather than a strictly objective assessment as in past years. Under the present Archdiocesan guidelines, testing in grades 1, 3, and 5 is optional. Nativity of Our Lord does not participate in PSSA, the state assessment tool of Pennsylvania.

Nativity of Our Lord School chooses to administer the Terra Nova test to all grades from Kindergarten through Seventh grade. This helps identify the students' strengths and weaknesses and evaluate and tailor instruction. The teachers use the test results as a diagnostic tool to identify and remediate areas of weakness and develop targeted instructional practices.

Nativity of Our Lord School's 2009-2010 test scores rank above the National average as well as NCLB-Blue Ribbon standards which place its students within the top 10 to 15 percent of elementary schools in the nation. In tracking the current 8th grade students from grade 3-7th, results reveal steady progress in both Math and Reading scores. The highest increase, 14 percentage points in Math and 8 percentage points in Reading, is evident when the Third Edition Multiple Assessments Test was administered in the Spring of 2010. The results clearly reflect increased achievement as students progress from grade to grade. When Nativity of Our Lord's results are compared to other Catholic Schools in the Archdiocese of Philadelphia, all grades' scores are consistently 5 to 8 percentage points above the Archdiocesan scores and consistently match the Bucks County Catholic Schools' scores. After analyzing the trends, it is evident that Nativity of Our Lord's students achieve at a high level of performance, meeting, and in most cases, exceeding the student's anticipated results. It is concluded that the combination of a student's longevity at Nativity of Our Lord and exposure to its curriculum, affords the student maximum opportunity for high academic achievement.

Several factors have contributed to the student's proficiency in content areas. For example, the Archdiocesan Honors Math program is offered to qualifying students beginning in 4th grade and continuing through 6th grade by the designated Math Honors teacher, and 7th and 8th grades are taught by a team of teachers for two years. This establishes a relationship whereby both teacher and student advance with in-depth awareness of prior knowledge and needs assessment. Likewise, educators implement a variety of instructional methods, performance assessments, and current technological tools to assist students in achieving their personal best.

Understanding that there is always room for improvement, Nativity of Our Lord School developed a strategic plan to focus on improving problem solving skills and enhancing vocabulary skills across the curriculum in all grades. To address these areas of concern, Nativity of Our Lord students in grades K through 8 take part in an on-line math program, First In Math, to practice problem solving and reasoning skills. In addition, Word of the Day is practiced by students in each grade through varied methods for presenting vocabulary and its usage.

Nativity of Our Lord's Terra Nova test results are a testament to the school's curriculum, instructional methods, professional development, and leadership. They provide evidence that Nativity of Our Lord School is committed to educating the whole child, leaving no child behind, and providing a learning environment where each child can work to his/her fullest potential. With these practices, Nativity of Our

Lord School continues to satisfy their mission of learning from the past, living in the present, and planning for the future.

2. Using Assessment Results:

Nativity of Our Lord School's faculty meet regularly to examine and interpret assessment results to improve student and school performance. The school counselor, along with resource personnel provided by the Bucks County Intermediate Unit and Title I, in collaboration with administration, evaluate Terra Nova scores and support faculty in designing necessary remediation while enriching mastered skills and concepts.

Testing kindergarten through seventh grade allows teachers to track classes and individual student growth, as well as school-wide trends that need to be addressed. Textbooks and supplemental materials are selected in light of students' targeted learning goals at that time. Comparison of Terra Nova test scores with ongoing student achievement may confirm that students are actualizing potential or highlight discrepancies that may be indicative of possible learning disabilities, indicating further testing by the counselor and psychologist of the School.

As the purpose of standardized testing should be to improve student and school performance, teachers combine results with classroom assessments, teacher observations, anecdotal records, and portfolios to devise a comprehensive and rigorous educational plan. Test data is used by the school's designated curriculum coordinators to determine the necessary academic changes in order to support continued student success and improve teaching practices throughout the school. In addition, individual students are given the task to set personal goals based on their daily academic performance along with their standardized testing results as discussed with their families.

Professional communication takes high priority at Nativitiy of Our Lord School.   In addition to the school-wide meetings, grade level teachers meet on a weekly basis to discuss student performance, ongoing assessment results, and classroom management. This standard serves as benchmark for future improvement and success. As new populations of students assimilate into Nativity of Our Lord School, meeting the individual needs of the whole child will remain the focus of the school's mission.

3. Communicating Assessment Results:

Nativity of Our Lord School takes great pride in its commitment to establish and maintain open and frequent communication with parents, students, and community. Effectively communicating assessment results to the parents of the students takes high priority and is accomplished through verbal communication, progress reports, parent conferences, report cards, teacher/school websites, and Terra Nova reports. Individual progress reports are issued six weeks before report cards. Formal parent-teacher conferences are held shortly after the first progress report is issued. During these conferences, teachers affirm students' positive performance along with means for redirecting students who are in need of improvement. Additional parent-teacher conferences convene throughout the year as soon as it becomes apparent that a student needs direction or assistance. Terra Nova Home Reports are distributed to each parent, and the principal and/or school counselor meet with parents upon request. In addition to sending Home Reports, Nativity of Our Lord presents school-wide results to the general membership of the Home and School Association. It has also been arranged for speakers from the Office of Catholic Education to address any questions or concerns parents may have when interpreting Terra Nova results.

Assessments are relayed in a positive manner when conferencing with individual students. Students showing high levels of performance receive acknowledgment and acclaim, while students needing extra support are able to devise a plan of action in conjunction with their teacher.

The community stays apprised of the outstanding achievements of Nativity's students. The local media highlights the many accomplishments of the students in local, regional, and state competitions such as Math Counts, Science Bowl, spelling and geography bees, writing contests, and Reading Olympics. The

most telling sign of communication with the community lies with the graduates who go on to attend academically challenging high schools in the surrounding areas. Many of our graduates are awarded scholarships to these schools. Attesting to Nativity's academic credibility, we witness the influx of second generation children within the school. Finally, a notice is placed in the Sunday Parish Bulletin for the community at large to be witness to students' academic achievements.

4. Sharing Lessons Learned:

Nativity of Our Lord School is fortunate to experience a positive working relationship with other schools within the Archdiocese of Philadelphia. Nativity's present principal was the former Director of Elementary Educational Services for the Archdiocese of Philadelphia. The school's previous principal provided and conducted training workshops focusing on leadership and roles as administrators for new principals in the Archdiocese. Through their direct involvement, school specific successes and the relevance to Nativity is available and utilized. A further method of communication is demonstrated through principal meetings hosted at Nativity of Our Lord School. During these meetings current curriculum activities are visible and allow for ongoing exchange.

It is a common practice for the teachers at Nativity of Our Lord School to attend in-service days with other schools within the community. After-school sharing sessions with teachers from local Archdiocesan schools is a frequent occurrence. These sessions allow teachers to share ideas, lessons, and school accomplishments. After attending teacher-selected workshops, teachers present new concepts and techniques to fellow colleagues. While serving as members of Middle States Visiting Teams, faculty members draw upon their experiences and share with teachers outside the Archdiocese of Philadelphia those ideas which have been successful at Nativity of Our Lord School. These experiences also allow the teacher to return and present the new-found practices and concepts acquired from these visits. As proud members of the Middle States Association, Nativity received approval and commendations for the strategic plan in the Renewing the Vision protocol for 2010.

Furthermore, the Nativity of Our Lord School's successes are shared at Archdiocesan gatherings, Principal District meetings, Pastoral Council meetings, Home and School Board meetings, the weekly school newsletter, and the local media thus establishing open communication within the community at large.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Nativity of Our Lord School derives deep pride from its Catholic identity and from its strong academic program. While all guidelines regarding curriculum are developed by the Office of Catholic Education for the Archdiocese of Philadelphia, Nativity of Our Lord School is committed to exceeding these expectations at all levels. Faculty and administration make constant effort to provide a balanced, organized, and rigorous curriculum. Our strong academic program is flexible and reflects an integrated approach. Varied teaching methods foster creativity and authentic assessments. Art, Music, Physical Education, Library, Spanish, and Technology help bring together, support, and enrich the core curriculum areas.

The Religion curriculum is the heart of Nativity of Our Lord School. Striving to learn and live the gospel message is evident through the knowledge and practice of the Catholic faith. Participation in daily communal prayer, faith-based instruction, and attendance at para-liturgical services and children's Masses are only samplings of occasions which call students together as a family of faith. Catholic social teachings are woven throughout all areas of the curriculum. It is a foundational belief at Nativity of Our Lord School that all students will make meaningful connections between religious instruction and real-life situations.

The Mathematics curriculum incorporates instructional techniques such as modeling, direct instruction, cooperative learning, and hands-on discovery. Students keep skills sharp through daily maintenance skills, First In Math participation, use of a wide-variety of manipulatives, and numerous web- based programs. Teachers strive to develop an understanding of the process of operations to make real world connections in problem solving. Nativity of Our Lord School meets the need of accelerated learners by offering an Honors Math curriculum for students in grades fourth through seventh. In eighth grade these students take a full year Algebra I course.

The Science curriculum provides students in pre-kindergarten through eighth grade with a hands-on as well as a traditional approach. The Lab Learner program provides opportunity for students to hypothesize, discover, and draw conclusions regarding real-world structure and matter. Our fully operational lab, filled with grade level science units, creates various opportunities to explore and discover.

The Social Studies curriculum, beginning in pre-kindergarten, provides students with the opportunity to learn more about self, family, school, and community. The curriculum then expands to history, geography, government, and world cultures. Students use these skills to make connections with their surrounding communities while expanding their role in the global society. Understanding culture and history through a variety of media instills a sense of culture and global awareness.

The Integrated Language Arts curriculum builds from pre-kindergarten through eighth grade. A multi-sensory, language rich environment which develops readiness for all formal reading and writing is evident. An integrated approach is implemented for reading, writing, speaking, and listening. Instruction is provided in spelling, phonemic awareness, and grammar with emphasis on the writing process. The carefully chosen reading series provides the students with interesting stories in all genres that allow for connections to self, text, and real-world. Classroom practices include whole group instruction as well as flexible grouping. Individual oral reading exists to monitor and assess accuracy and fluency. By keeping instruction fluid, teachers are able to address individual needs as they arise and also focus on the development of higher level cognitive skills, helping students become successful and independent learners.

In compliance with the Blue Ribbon program's foreign language requirement, Spanish is taught at all levels, thus exceeding the program requirements. The comprehensive Spanish curriculum focuses on vocabulary, pronunciation, basic conversational skills, and appreciation for the Spanish culture.

The Fine Arts program establishes a foundation in art history and music theory and progresses students toward formative experiences. The Art curriculum invites student expression through a variety of experiences such as the Art Attacks program, Young Rembrandts, instrumental and vocal lessons, choir, school band, and artistic performances. Entries into local competitions have given students much deserved recognition for their efforts. Likewise, the music department's Winter Extravaganza creates a venue for every student to shine.

The Technology curriculum exceeds all standards of expectation outlined by the Archdiocese of Philadelphia. Students achieve competency and are moved well beyond those parameters. Each grade level is designed to produce a year-long project relevant in matter which must display an aptitude for programs. Interactive learning takes place through the use of SMART Boards, Sentios, Airliner equipment, and mini-laptops.

The core areas in Physical Education are coordination, movement, cognitive game strategies, teamwork, trust building, and leadership potential in an age appropriate manner. Students participate in the Presidential Physical Fitness Program to promote health and wellness. Physical Education at Nativity is structured to guide students to a personal best.

2. Reading/English:

Reading is the anchor to the Integrated Language Arts curriculum. The Reading curriculum also includes instruction in writing, vocabulary, phonics, spelling, grammar, and library skills. Nativity of Our Lord School implements a balanced literacy program for reading which includes skills-based anthologies, authentic literature, integrated topics, and student selected novels. Beginning in pre-kindergarten a language rich environment develops readiness for formal reading and writing. As emerging readers and writers, kindergarteners are provided extensive instruction in phonemic awareness, decoding, word recognition, and fluency. This prepares them to move into structured and guided reading, skill development, and building of comprehension and critical thinking.

Classroom teachers support differentiation through the use of technology, classroom learning centers, literature circles, and flexible grouping which supports instruction to all level learners. Students are exposed to multiple genres while being taught to select and evaluate books.

A natural progression takes students in all grades through reading instruction that promotes and develops higher level cognitive skills. Teachers help students become successful and independent through the use of book talks, reading logs, daily journals, PowerPoint presentations, quality trade books, classroom libraries, and poetry as well as oral presentations. Students are prepared to incorporate the major components of reading and writing in other subject areas and life skills. The library and technology curricula support the development of the Language Arts program.

Students participate in interdisciplinary projects across several subject areas. For example, these projects prepare the students in grades five through eight to participate in the Bucks County Reading Olympics. Thematic cross-curricular projects draw on higher level thinking to challenge students to analyze and synthesize as they read.

Assessment is both formal and informal. Student understanding is demonstrated through role-play, presentations, debates, and performances as well as the written form. Nativity of Our Lord School strives to empower students to be discriminating readers. The ultimate goal is to nurture strong communication skills and a lifelong love of learning.

3. Mathematics:

The Mathematics program at Nativity of Our Lord School is aligned to the Archdiocesan curriculum, state, and national standards. The curriculum includes geometry, measurements, algebra, basic computation, number and spatial sense, problem solving, and critical thinking skills. Basic skills are the cornerstone of the curriculum upon which the structure of the program stands.

Varied instructional techniques such as, direct instruction, cooperative learning, and hands-on discovery supports differentiated learning so that all students' needs are met. Participation in the First In Math Program is vibrant in grades kindergarten through eighth. Students compete not only with themselves, but with one another and fellow competitors throughout the State and Nation. Students build confidence in their abilities and are recognized daily by the administration and faculty for their achievements. Nativity of Our Lord School's students participate in the Continental Math League and local high school Math Bowls. The math coordinator works in conjunction with the teachers to review standardized testing results, the existing program, and the availability of other activities in which students can participate. The math coordinator works with new faculty members to become familiar with the components of the guidelines.

The Honors Math program is not a separate curriculum, but rather the same curriculum taught at an accelerated pace. The full course of Algebra I is completed in eighth grade. As a result of this, these students will be rostered for high level Mathematics in their freshman year of high school. This acceleration is possible due to careful planning, clustering skills where possible, ongoing maintenance of skills, and frequent assessment.

Teachers meet throughout the school year to discuss ongoing assessment, progress, and modifications. A faculty dedicated to honing their mathematical knowledge, the implementation of multiple and varied instructional techniques, and the integration of technology all combine to improve students' confidence and success in Mathematics.

4. Additional Curriculum Area:

Nativity of our Lord School encourages cooperative and collaborative learning methods in all classrooms. In order to better integrate technology into the curriculum, Nativity continues to strive to upgrade hardware and software. The faculty works with students to prepare them to face the challenges of the 21st Century. Students in pre-kindergarten through eighth grade attend weekly computer classes provided by a full-time computer teacher. Classes are held in a technology lab equipped with desk top computers for each student, a Smart Board, and wireless internet access.

In computer class students learn the use of computer hardware, keyboarding skills, file management, research strategies, and computer ethics. In grades one through eight, students learn to use the Microsoft Office Suite to produce documents and presentations appropriate to their grade level and integrated with the curriculum for each particular grade. Content is both delivered to and created by students in various ways supported by technology, including school subscriptions to United Streaming, First in Math, Class Blogs, and Wikispaces.

Nativity of Our Lord School's technology resources enable classroom and special subject teachers to integrate technology in all subject areas. Each classroom has at least one computer with internet access. Teachers make use of wireless notebook computers for productivity and research in the classroom. A technology room with a Smart Board, Senteo interactive response system, and Airliner equipment supports interactive learning. Technology lab time is flexible so that various classes can work on individual projects and assignments with their classroom teacher.

Nativity of Our Lord School is well on their way to achieving their goal for a Smart Board in every classroom. Through the generous donations from local businesses and the Home and School Association, the school was able to purchase three traveling Smart Boards. Training in newly acquired equipment is

provided for all teachers so that they can implement these tools into daily instruction to improve the educational experiences of the students. Technology facilitates communication between the home and the school through the school website, teacher web pages and blogs.

Students live in a time that is centered on technology. Students are taught that technology is a tool that will enable them to maximize their ability to access information, enhance their problem solving skills, encourage collaborative and independent learning, and enable them to become effective communicators.

5. Instructional Methods:

Teachers at Nativity of Our Lord School devote themselves to reaching the needs of every student. The faculty understands that students possess unique learning styles, and to ensure that the students reach their potential, they embrace differentiated instruction, data-driven instruction, alternative assessment, and the infusion of rigor, relevance, and real-world experiences as part of a sound educational philosophy.

As they are well aware of the differences in learning styles, the Nativity of Our Lord School's faculty employs a variety of tools, such as music, visual aids, graphic organizers, technology, methods of whole group instruction, and individual and group work to engage the learner. Technology tools such as the state-of-the-art computer lab, mobile laptop cart, classroom computers, Smart Boards, Airliner equipment, and digital cameras help teachers capitalize on the strength of each student.

Through team teaching and one-on-one instruction, students benefit from the high teacher to student ratio. Small group learning provides valuable opportunities for both enrichment and support. Nativity of Our Lord School's students benefit from Catapult learning services, provided by the Bucks County Intermediate Unit, which supports speech/language services and remediation in Mathematics and Reading. The school counselor works very closely with students to assist with study skills, test taking tips, and strategies to support students with unique learning needs.

While the information provided in textbooks is necessary for student learning, supplementing that information takes priority at each grade level. Nativity of Our Lord School provides opportunities to their students to learn through experience as well as direct instruction. Field trips, assemblies, and guest speakers are a collaborative way of bringing a topic to life. Accompanied by a rubric, alternative assessment allows students to demonstrate their knowledge and understanding of specific concepts or information in a variety of ways.

To reach academic goals, teachers create well-rounded lessons, utilize pertinent data, attend workshops, serve as members of professional learning organizations, and establish time to collaborate with grade partners.

Nativity of Our Lord School's educators strive to empower their students to become lifelong learners and problem solvers.

6. Professional Development:

Professional development at Nativity of Our Lord School is purposeful and goal-oriented. The faculty endeavors to keep abreast of current trends. The faculty attends peer-sharing groups, workshops, graduate courses, and seminars on local, state-wide, and national level. Nativity of Our Lord School also provides speakers from the Bucks County Intermediate Unit and the Archdiocese of Philadelphia Office of Catholic Education to train teachers from their school and other local schools.

The state of Pennsylvania has enacted Act 48, whereby each teacher is required to acquire 180 continuing educational hours every five years. Funding is provided for training of all interested teachers to support classroom learning and student achievement. The Bucks County Intermediate Unit provides a menu of workshops including technology in the classroom, reading and writing, curriculum methods,

differentiated learning styles, attention deficit disorder, alternative assessments, and other educational issues. Teachers attend classes offered by Saint Charles Borromeo Seminary in order to complete religious certification or as yearly updates for catechetical instructors.

Faculty members serve on visiting teams for Middles States Accreditation for Elementary Schools while others attend out-of-state seminars on integrating technology into the classroom. Several teachers are currently working on graduate studies as well as on dual area certifications. Nativity of Our Lord School structures the faculty into grade levels. Teachers of the same subject areas meet to share ideas gleaned through readings, workshops, or successful classroom experiences. These ideas are also shared during weekly faculty meetings. The Home and School Association and state grants provide the funding for professional in-service days.

As a direct result of various forms of professional development, teachers across the grades report an increase in student focus, motivation, participation, and achievement. By focusing on teacher effectiveness, the ultimate goal is to improve the educational experiences and achievements of the students served at Nativity of Our Lord School.

7. School Leadership:

Nativity of Our Lord School's leadership philosophy is to aid in the spiritual, academic, emotional, and social development of all its students. By greeting students in the morning and making every effort to acknowledge them in an individual manner, the principal recognizes the uniqueness of each child she encounters. The principal addresses the student body as a whole via public address acknowledging various students' accomplishments. Daily prayer precedes the beginning of academics, demonstrating a conviction to use God-given talents in every effort of the day. End of the day reflection by the principal over the public address system brings to full circle the mission of Nativity of Our Lord School.

Always mindful of the purpose for academic excellence, the principal works to stay apprised of contemporary, data-proven practices. Through her participation in ongoing leadership professional development, she brings to the faculty those best practices that will develop rigorous lessons, enhance instruction, and produce students prepared as 21st Century learners.

Nativity of Our Lord School's principal visits classroom regularly providing an opportunity to observe classroom instruction and learning. High priority is placed on effective and frequent communication as well as ongoing professional development. She encourages her colleagues to challenge themselves and become teacher leaders as they share their findings with one another. The prinicipal utilizes Teachscape's Classroom Walk Through technology for supervision.

Policies are not developed arbitrarily by the principal but rather collaboratively. Great discussion precedes their establishment so as to encourage ownership for all those affected. The principal oversees the implementation of policies by weekly review of lesson plans, daily interaction with staff, holding productive faculty meetings, and providing relevant professional development. While being attentive to faculty and parent requests, the primary focus of Nativity of Our Lord School's principal is to be approachable and available to all constituencies.

The pastor is a most supportive presence, and he works with the principal to make all successes possible. Together, the pastor and principal provide a strong spiritual presence at Nativity of Our Lord School. They are dedicated to the excellence of its students and to the advancement of individual talents.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: <u>Catholic</u>

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? <u>Yes</u>

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

$4100	$4250	$4250	$4250	$4250	$4250
K	1st	2nd	3rd	4th	5th

$4250	$4250	$4250	$	$	$
6th	7th	8th	9th	10th	11th

$	$
12th	Other

4. What is the educational cost per student? (School budget divided by enrollment) <u>$3733</u>

5. What is the average financial aid per student? <u>$500</u>

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
   <u>28%</u>

7. What percentage of the student body receives scholarship assistance, including tuition reduction? <u>95%</u>

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics   Grade: 1   Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008   Publisher: CBT McGraw-Hill   Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar			
SCHOOL SCORES					
Average Score	59	67			
Number of students tested	38	42			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2008-2009 was the first year of testing for grade 1 offered by the Archdiocese.					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Grade: 1

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar			
SCHOOL SCORES					
Average Score	68	69			
Number of students tested	38	42			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2008-2009 was the first year of testing for grade 1 offered by the Archdiocese.					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Edition/Publication Year: Second Edition 2001 / Third Edition 2008

Grade: 2

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	66	55	58	69	69
Number of students tested	42	50	42	56	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Grade: 2

Publisher: CTB McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	69	68	74	71
Number of students tested	42	50	42	56	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Grade: 3

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	63	65	72	77
Number of students tested	48	44	51	52	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Edition/Publication Year: Second Edition 2001 / Third Edition 2008

Grade: 3

Publisher: CBT McGraw Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	64	66	68	70
Number of students tested	48	44	51	52	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Publisher: CBT McGraw-Hill

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	64	74	79	77
Number of students tested	42	50	48	58	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Edition/Publication Year: Second Edition 2001/ Third Edition 2008

Grade: 4

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	73	74	78	78
Number of students tested	42	50	48	58	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Grade: 5

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	66	78	80	72
Number of students tested	49	48	56	52	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Second Edition 2001 / Third Edition 2008

Publisher: CBT McGraw-Hill

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	68	63	76	80	71
Number of students tested	49	48	56	52	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Edition/Publication Year: Second Edition 2001 / Third Edition 2008

Grade: 6

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	69	66	79	75	80
Number of students tested	45	57	50	57	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Grade: 6

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	75	69	71	68	75
Number of students tested	45	57	50	57	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Publisher: CBT McGraw-Hill

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	83	76	83	77
Number of students tested	56	50	58	48	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Grade: 7

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	77	79	82	81
Number of students tested	56	50	54	48	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2005-2008 Second Edition/ 2008-2010 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Edition/Publication Year: Second Edition 2001/ Third Edition 2008

Grade: 8

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score		80	87	84	74
Number of students tested		55	49	53	55
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2009-2010 8th Grade Testing not required by Archdiocese/ 2005-2008 Second Edition/ 2008-2009 Third Edition					

11PV81

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Edition/Publication Year: Second Edition 2001/Third Edition 2008

Grade: 8

Publisher: CBT McGraw-Hill

Test: Terra Nova

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score		75	85	81	77
Number of students tested		55	49	53	55
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: 2009-2010 8th grade Testing not required by Archdiocese / 2005-2008 Second Edition/ 2008-2009 Third Edition

11PV81